

## Table of Contents

### Introduction

### Activities

It's Your Trash .....	2
Where Do Things Come From? .....	4
Clay Bottle Recycling .....	4
Making A Model Landfill .....	6
Big Bag—Small Bags .....	8

### Worksheets

Recycling Maze .....	9
Trash It Or Recycle It .....	10
Where Do Things Come From? ....	11
Follow That Bottle! .....	12

### Take Home

Recycle—It's Easy .....	13
Home Recycling Survey .....	15

### Credits and Acknowledgements

Editor and Author: Joel Stone

Editorial Advice:

Anne Hallowell, Judy Klipple, Shelley Williams, Carrie Morgan, Dennis Yockers, Sherry Klosiewski, Cathy Cliff, Renee Mabie, Bob Wallen, Bill Worthman, Mary Snudden, and Kit Warrick

Graphic Design and Illustration:

Georgine Price

Special thanks for material review, selection, and testing:

Riverview School Seminar Team of Wausau School District

Produced by:

Wisconsin Department of Natural Resources under a grant from Region 5 of the Environmental Protection Agency

Your comments and suggestions about this guide are welcome.

Address your comments to:

Recycling Education Coordinator  
Wis. Dept. of Natural Resources  
P.O. Box 7921  
Madison, WI 53707

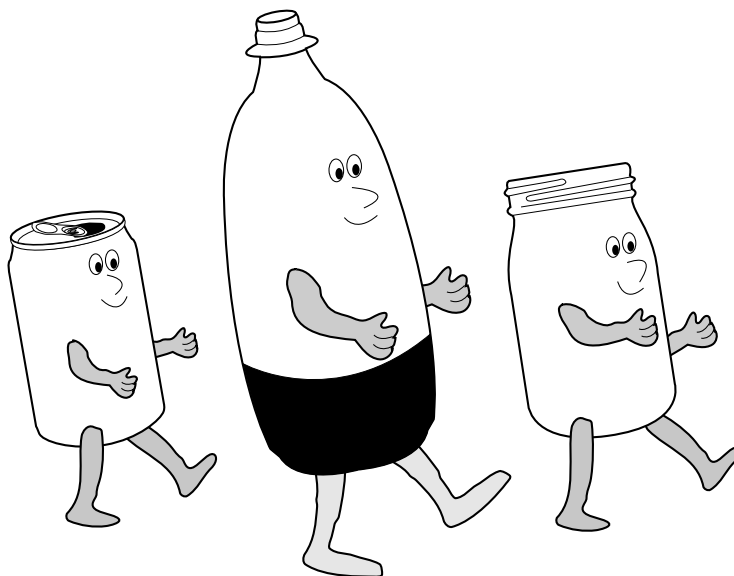
PUBL-IE-049 90

# K-3 Supplement to the Recycling Study Guide

## Introduction

Recycling... Recycling... Recycling. With Wisconsin's new recycling law, everyone is talking about recycling as a way to solve our growing trash problem. However, just *talking* about recycling, and talking just about *recycling*, will not produce the changes needed in our society to address the trash problem. We need to develop a citizenry that is informed, educated, and willing to act. Besides teaching people how to and why they should recycle, we also need to encourage them to reduce consumption and reuse materials. We have already begun. In 1987 the Wisconsin Department of Natural Resources produced the very popular Recycling Study Guide to help educators teach recycling, reducing, reusing, and composting to youth. It is designed for grades 4-12.

This booklet is intended to be a supplement to the Recycling Study Guide for grades K-3. It includes activities, worksheets, and take-home materials for younger students. It does not repeat the background information, glossary, and resource listing found in the original guide. Please refer to the Recycling Study Guide for that information.



# It's Your Trash

## Goals:

To help students become aware that everybody contributes to the solid waste problem and that we should work together to solve the problem.

To introduce the practices of reducing, reusing, and recycling as a means to help reduce the amount of trash we generate.

## Background:

Much of what ends up in our trash was once considered valuable, necessary, or desirable by us because of what was wrapped in it. Once discarded, it loses its value and becomes part of a messy, dirty problem called trash. There are many kinds of trash and many different ways to help alleviate our trash problem. Since we all generate trash, all of us need to do our part to help solve the problem.

## Materials:

- small magnet
- four boxes or grocery bags labeled: *Reduce, Reuse, Recycle, & Trash*

## Procedure:

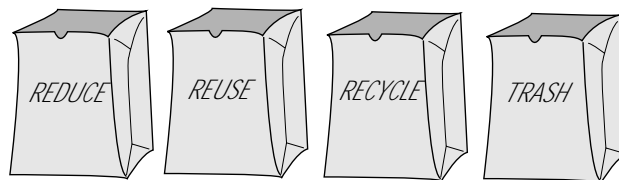
1. On the day before this lesson is taught, ask your students to help their parents make supper that night. Have them save all the containers that food came in. Bring those containers to school tomorrow. Send a note (like the one at the bottom of this page) home with each student to request parental assistance. Also, before you start this activity, find out what items can be recycled in your community.

2. At the start of class, have each child bring his/her empty food packages to the front of the room and put them in a pile on the floor. Ask students to explain what they had for supper and how the food was packaged.

3. Ask your class what they usually do with all of this packaging. They probably will say, "Throw it away."

4. Ask your students what they might call this pile of stuff. Write a definition of trash on the blackboard. Trash: things we throw away because we don't want them anymore.

5. Ask them what this pile of stuff would be called if it was scattered all over the playground. Write a definition of litter on the blackboard. Litter: trash that's been thrown on the floor or ground.



## Parent Letter

Dear Parent,

Tomorrow we will be learning about recycling in class, and we need some examples of food packaging. Please ask your child to help you make supper tonight and save all of the packaging or containers that your food came in. Assist him/her with opening, emptying, rinsing, and drying them. Send them to school with him/her tomorrow. Thank you for your help.

Sincerely,

---

6. Have two or three volunteers sort the trash into several piles of similar items. Ask these questions:

- What are these things made of? (glass, paper, plastic, metal, etc.)
- Are all of the cans the same? Using the magnet, give several students the opportunity to sort the magnetic metal (steel) from the aluminum.
- Were these items trash when you first bought them?
- Why did you buy them?
- What makes them trash now?
- What do you think about trash? Or, What words can you use to describe trash? Write these on the blackboard.

7. Then ask them:

- Whose trash is this?
- What should we do with it? Put it in your desk? Keep it in this room? Why not?
- Where should we put it?
- Whose job is it to take care of trash?
- Do we make too much trash?

8. For older students, write “Throw Away” on the black board. Ask: Where is “away”? What happens to trash?

9. Place four boxes or shopping bags labeled *Reduce*, *Reuse*, *Recycle* and *Throw Away* next to the trash.

- Discuss with your class what each of these terms means.
- Ask students to help you sort out items that can be recycled and reused.
- Discuss how each can be recycled and reused as you place it in the appropriate container.

10. Next, ask them how the amount of trash that’s left can be reduced. (Buy food in bulk so there won’t be as much packaging, buy food in containers that can be recycled or reused, etc.) Put items that could have been reduced in the *Reduce* container.

11. Put what is left in the *Trash* container. Ask the class:

- Is it better for the environment to reduce, reuse, and recycle? Why?
- What can you do to reduce, reuse, and recycle at home?

12. Finish the activity by appropriately taking care of the recyclables and the “trash”.

## Going Beyond:

- Copy and give your students the Recycling Maze worksheet found on page 9. Ask them to follow the path from their house to the recycling center, collecting all six recyclable items along the way.
- Encourage your students to recycle at home. Find out what is recyclable in your community and how to sort and prepare those items for recycling. Contact your local Departments of Public Works or Solid Waste Management, or call recyclers listed in the Yellow Pages for this information. Copy and give your students the Recycle—It’s Easy take-home instructions for recycling found on pages 13-14. Ask them what is recyclable in their community. With your knowledge and their input, direct them to check the “yes” or “no” box for recyclability in their community under the directions for each item. Go over the simple directions for each recyclable item. Send Recycle—It’s Easy home with them, and encourage them to help their families recycle.
- Copy and give your students the Trash It Or Recycle It worksheet found on page 10. Ask them to draw a line from each item to the proper container it should be placed in.
- Set up a “Reuse Box” in the classroom for paper that has been used on only one side. Encourage students to use it.
- Collect aluminum cans, plastic soda, milk and detergent bottles, and other items that can be recycled in your community. Take them to a recycling center and use the money to support your school recycling project or to take an environmental field trip.
- Ask the custodian not to empty the waste basket for several days (do not put food wastes in basket). What are your students’ reactions? Discuss these with the class.

---

# Where Do Things Come From?

## Goal:

To help students learn what things are made of and where they come from.

## Background:

All of the materials that make up our goods and products are derived from the limited supply of earth's natural resources. Flax and cotton come from plants; paper and wood come from trees; grains come from plants; aluminum, iron and tin are made from metallic compounds dug out of the earth; glass is made from sand, soda and lime; and most plastics and polyester fabrics are made from petroleum. Once children learn and appreciate where things come from, they can better understand the need for conserving our natural resources.

## Materials:

- piece of cotton and a scrap of cotton cloth
- small tree branch, a piece of paper, and a pencil
- ear of corn and box of corn flakes
- motor oil, plastic bottle, and polyester cloth
- scrap of iron and "tin" can
- sand and glass bottle

## Procedure:

1. Collect and assemble the items listed above.
2. Show your students the cotton cloth and ask: What is this made of? Where did it come from? Show

them the piece of cotton and tell them the cloth was made from cotton fibers. Pull apart the cotton to show the fibers. Stretch and twist the fibers to show how thread is made. Pass this around. Ask: Where does cotton come from? Cotton comes from a plant that is cultivated in warmer climates.

3. Repeat this procedure for the other items.

4. Select different items found in your classroom and ask the same questions. First select items that come from one resource and then pick items that come from two or more resources.

## Going Beyond:

- Copy and distribute the Where Do Things Come From? worksheet (page 11). Have your students draw a line from each item to where it came from.
- Collect and display materials in different stages of manufacturing process for a variety of products. For example: tree branch—wood shavings—wood pulp—paper; iron ore—iron ingot—flat iron—knife; corn plant—ear of corn—kernel of corn—pop corn.
- Trace the origin of items we use highlighting the retail and manufacturing processes. For example: Cotton shirt—department store—shirt factory—cloth factory (where thread is woven into cloth and dyed)—cotton processing plant (where cotton is cleaned, carded, and spun into thread)—farm (where cotton is grown and picked)—soil, air, & sun (where the cotton plant gets its nutrients and energy to grow).

---

# Clay Bottle Recycling

## Goals:

To teach students that our natural resources are limited and can be conserved by recycling.

## Background:

Our earth has a limited supply of natural resources, and once we use them up there will be no more. Many of the products we make with these

resources can be recycled or reused—saving energy and allowing us to use resources over again. For example, beverage containers are made from a variety of resources and the process of making them uses a great deal of energy. Recycling saves these materials and requires less energy. Some glass bottles can be returned for a deposit to be cleaned and used again. Most glass bottles can be melted down and

---

made into new bottles. Aluminum cans can be melted down and formed into new aluminum products. Since most plastics have low melting temperatures and recycled plastic may contain contaminants, plastic bottles are not made into new beverage containers. They are shredded into fibers and used as fiberfill in jackets or in making rugs. They can also be melted and formed into new plastic products.

### Materials:

- clay—enough for each student to make two or three “bottles”
- examples of bottles (glass & plastic) and cans that can be recycled
- fiber filling from an old jacket

### Procedure:

1. Show your students the pile of clay. Ask them to pretend this is all of the clay there is in the world. Once they use it up, there will be no more. Tell them they will make bottles with the clay and will pretend to drink soda from the bottles. Then the bottles will be thrown away.

2. Give each student a small piece of clay and ask him/her to make a bottle and to pretend to drink from it.

3. Collect their bottles and pretend to throw them away. Ask them if they want more pretend soda. Repeat this procedure until all of the clay is gone.

4. Ask:

- Where did all of the clay go?
- Where did all of the clay bottles go?
- How are we going to get more soda if there is no more clay to make bottles, and there is nothing else to make bottles with?
- What could we have done to make the clay last longer?

5. Retrieve the clay bottles that have been “thrown away”. Give one to each student and make the rest of the bottles into a pile of clay again. Tell them we are going to start over and to pretend they have not thrown their first bottles away. Ask them: What can we do with these bottles so that the clay will last longer?

6. Discuss the term recycle, which means using the same materials to make new products.

7. Tell your students they are going to recycle their bottles. Collect the bottles and mix them all together again. Give each student a piece of this clay and have him/her make a new bottle. Tell them this is recycling. They made new bottles from used bottles and did not have to use any clay from the pile you previously put aside. Many materials can be recycled over and over again. Show them examples of bottles and cans that can be recycled. Ask: Why is recycling important? It conserves our natural resources (the clay pile).

8. You may want to tell your students that some materials can be recycled into new things that look different from what they originally were. Have them make a clay cup out of their clay bottle. Show them a plastic soda bottle and some fiber filling that may have been made from a plastic soda bottle.

9. Tell your students that some bottles can also be returned for a deposit. Discuss how they can be washed, sanitized, and refilled as many as 20 times before they wear out. Have them make new bottles and use these to demonstrate this.

### Going Beyond:

- Copy and pass out the Follow That Bottle worksheet (page 12). Tell your students that glass bottles are made from sand and other materials we dig out of the ground. These are mixed together at very high temperature in a glass factory and made into bottles. Bottles are then sent to the bottling plant where they are filled with soda. Have your students trace (with red crayons) the path the bottle takes from the glass factory, to the bottling plant, to the store, to their house, and finally to the landfill. If the bottle is recycled, it does not go to the landfill. It goes back to the glass factory and is made into a new bottle. Have your students trace (with green crayons) the path the bottle takes from their house, to the glass factory, to the bottling plant, to the store, and finally to their house.
- Ask students to bring examples of recyclable items to class. Use these for “show & tell”.
- Read *The Lorax* by Dr. Seuss. Discuss how the “truffula” trees could have been saved by recycling “thneeds”.
- Collect a new leaf, some soil, and dead leaves in several stages of breakdown. Discuss how nature recycles nutrients.

# Making a Model Landfill\*

## Goals:

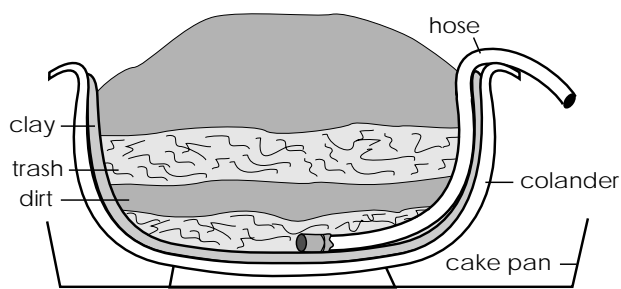
To teach students where their garbage goes and to help them understand the problems associated with garbage disposal.

**Grades:** 2-3

## Background:

Every day, each person in Wisconsin throws away approximately 3.5 pounds of trash. Most people give little thought as to where it goes and what happens to it when it gets there. Where is “away”? In the United States, “away” means a landfill, incinerator, or even the ocean! In Wisconsin, “away” is usually one of the over 200 licensed landfills located throughout the state. Wisconsin used to have over 1,000 dumps and landfills. However, only a small percentage of these were state-of-the-art landfills, designed to prevent pollution problems. With new federal regulations, most of the older dumps and landfills were closed, and Wisconsin residents had fewer places to put their trash. Most people do not know what happens to their trash when it’s put in a landfill. Thus, they question the need to close old landfills and resist the construction of new landfills in their community.

This activity will help students understand what happens to their trash. The students will become familiar with the term “leachate”—the liquid that has percolated through trash or been generated by the decomposition of trash in a landfill. It carries dissolved or suspended materials that may contain toxic chemicals which can contaminate ground and surface water. Leachate is one of the major problems associated with landfills.



## Materials:

- 2 plastic colanders
- 2 cake pans
- 1 half gallon ice cream bucket of garden soil per colander
- 3 feet of plastic aquarium hose
- 1 rubber band
- small piece of nylon stocking
- small pieces of typical home-generated garbage (see Parent Letter)
- modeling clay
- grass seed
- colored crepe paper
- paper & pencil

## Procedure:

1. The day before you teach this lesson, ask your students to bring in five items their family throws away. Send a note (like the one at the end of this lesson plan) home with each student to remind her/him and to request parental assistance.

2. After doing “It’s Your Trash” or a similar activity, ask your students the following questions:

- What happens to your trash after you throw it away?
- Where is “away”?
- Has anyone been to any of these “away places”?

Give them ample opportunity to share their ideas and experiences.

3. Tell students that most of the trash in Wisconsin ends up in landfills. Ask them: What happens to trash once it is buried in a landfill? After you discuss some of their answers, ask them to help you build two model landfills. One will be an old fashioned dump, and one will be a modern sanitary landfill.

4. Line one colander with flattened modeling clay. Pat out clay into a thin layer, like a pie crust. This represents the liner of a sanitary landfill. Do not line the second colander. It represents the old fashioned dump where the policy was to dig a hole, dump in the trash, and cover it with dirt.

5. Attach the piece of nylon stocking to one end of the plastic aquarium hose with a rubber band. Put this end in the bottom of the clay lined landfill. This will be your monitoring well. The leachate that collects at the bottom of the clay liner can be siphoned off and examined.

6. Have students cut each different garbage item into small pieces, about two inches square. You will have to cut or break metal, glass, or leather items.

7. Place trash and soil in colanders in alternate layers until they are filled. Keep a list of all items placed in each landfill or keep an example of each piece of trash. You may want to add a layer of colored crepe paper to represent toxic waste (the color leaches out).

8. Build a small mound of dirt in each colander and plant grass seed. Let your students add “match box” garbage trucks, front end loaders, graders, and compactors that might be used at a landfill site. Place cake pans under the colanders to collect the seepage or leachate.

9. Have your students water or “rain” on each landfill twice weekly and observe the changes that are taking place. Pay particular attention to the seepage or leachate accumulation in each cake pan. The seepage from the unlined landfill can be observed as it collects in the bottom of the pan. This observable phenomenon helps children understand how ground water can be contaminated. The lined landfill should not have any seepage. Where did the “rain” water go in this landfill? To find out, you will have to siphon leachate out of the bottom of the clay liner using the “monitoring well”. Gently suck on the protruding end of the aquarium hose while keeping this end below the bottom of the clay liner. As the leachate is drawn up the hose and starts down towards your mouth, stop sucking and stick this end of the hose in the cake pan or a glass jar. This should draw off all of the leachate. Observe the leachate and discuss what you have found. Did any “toxics” show up? In modern landfills, leachates are collected and properly disposed of to prevent groundwater contamination.

10. After a period of time (several months\*), open each landfill and see how many items you can find and identify. What changes have taken place? What would have happened to the leachate if it was not siphoned off or trapped in the pan?

\*Note: Several months may seem like a long time for young children to wait. Put the “opening” date on each landfill and do weekly observations as a “count down” to the “opening”—make it a big event.

## Going Beyond:

- Place a small sample of each item landfilled in a jar of water. Have your students observe how water changes or doesn’t change things and how things change water.
- Once a landfill is full and officially closed, a clay “cap” is put over it to keep water out. This also effectively seals out air. What will happen to the trash if no water or air can get into the landfill? You may want to add a third colander-landfill with a clay cap to your experiment and observe what changes may take place.
- Put examples of items made from materials used 100 years ago (wood, leather, glass, iron, etc.) and items made from modern materials (plastic, styrofoam, aluminum, etc.) in separate jars of water. Observe what happens over time. What happens to plastics that are dumped in the ocean?
- Fill a glass jar two thirds full of water. Add four drops of red food coloring. Put a stalk of celery into the water. Observe what happens. Do plants filter pollutants out of water?

## Parent Letter:

Dear Parent,

Tomorrow we will begin learning about landfills in class, and we need examples of items that families throw away. I have asked each child to bring in five small examples of household trash. Please help your child collect items from the following list:

- all types of paper items
- all types of plastic or “styrofoam”
- vegetable matter (potato peelings, carrot chunks, grass clippings, etc.)
- animal matter (chicken wing bones—only a small amount)
- broken small toys—“match box” car pieces (metal, tires, windshields, etc.)
- aluminum foil
- other—use your imagination

Put the items in a small plastic bag and send them to school with her/him tomorrow. Thank you for your help.

Sincerely,

# Big Bag— Small Bags

## Goal:

To help students learn to reduce waste by buying products in large packages instead of single serving packages.

## Materials:

- large bag of potato chips
- same quantity of potato chips in single serving packages
- two trays

## Procedure:

1. Buy a large bag of potato chips and the same quantity of chips in single serving packages. Note what each costs.

2. In class, place the large bag on one side of a table and the small bags (including all of their packaging) on the other. Ask your students: Which side of the table has the most potato chips?

3. Next, empty the contents of the large bag onto one tray and the contents of the small bags onto another. Place their respective packaging in two separate piles. Ask: Which tray has the most chips? Which pile has the most packaging?

4. Tell your students what you paid for each package of chips and what the chips cost per ounce for each tray of chips.

5. Lead a discussion on packaging based on your potato chip example. Talk about the merits of buying in bulk versus single serving packages. Ask your students how they can bring chips to school if their parents buy chips in big bags only.

6. Finally, divide up the chips and eat them!

## Going Beyond:

- Bring in other examples of bulk versus single serving packages. Discuss the advantages and disadvantages of each.
- Encourage your students to investigate ways they can reduce waste, reuse things, and recycle at home. Copy and pass out the Home Recycling Survey found on pages 15-16. Ask your students to take these home and do the survey with their parents.



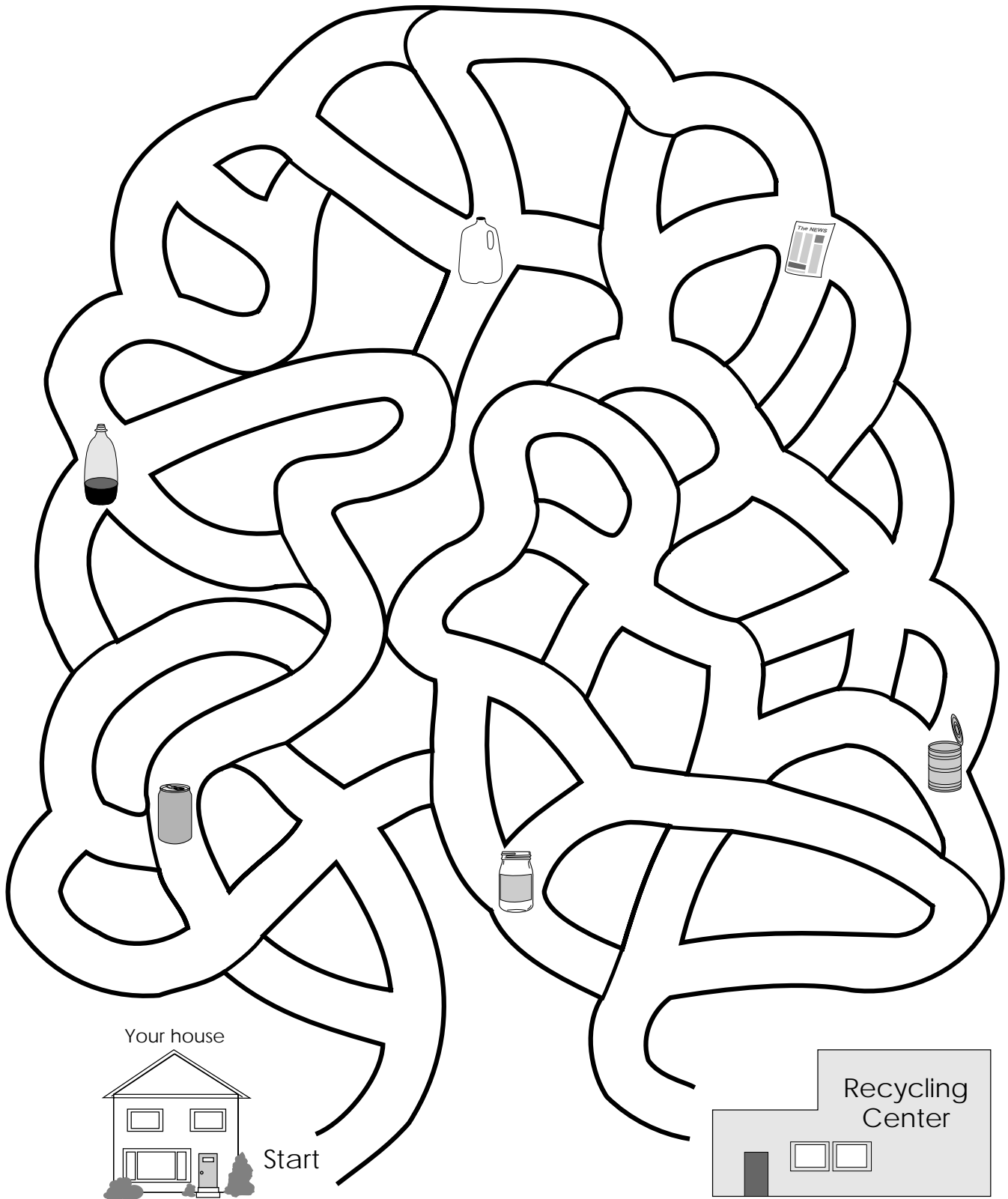
Jay's Potato Chips\*

Package	Total Wt.	Wt. of Chips	Pkg. Wt.	Cost/oz.
1- 6.5 oz. bag	7.04 oz.	6.5 oz.	.54 oz.	\$ .23
12-.05 oz. pkgs.	10.56 oz.	6.0 oz.	4.56 oz.	\$ .35

\*Priced on November 18, 1990, at Woodman's Food Store in Madison, WI.

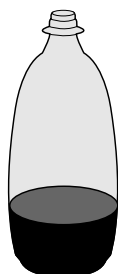
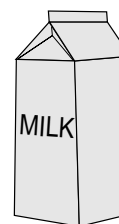
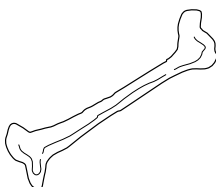
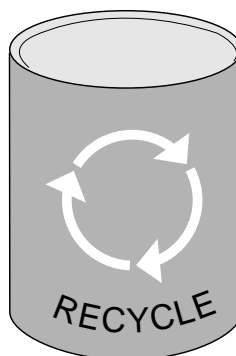
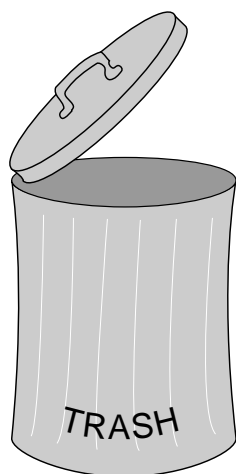
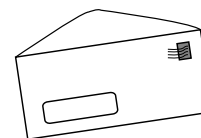
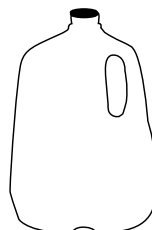
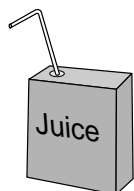
# Recycling Maze

With a pencil or crayon, follow the path from your house to the recycling center. Collect all six recyclables along the way. Do not cross any lines.



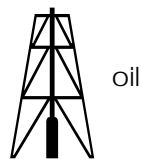
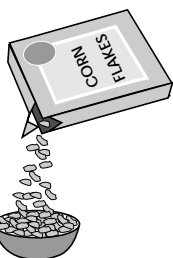
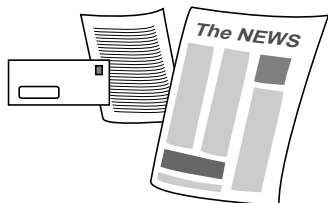
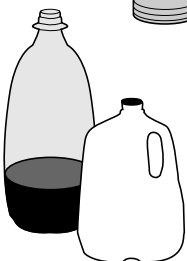
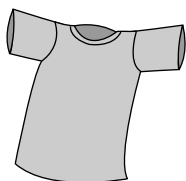
# Trash It Or Recycle It

Draw a line from each item to the barrel it should go in.



# Where Do Things Come From?

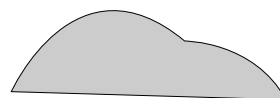
Draw a line from the item to where it came from.



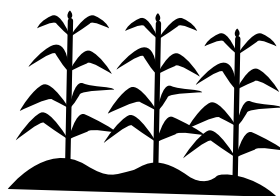
oil



trees



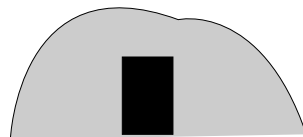
sand



corn field



cotten bush

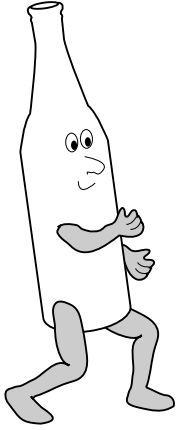


tin mine



aluminum mine

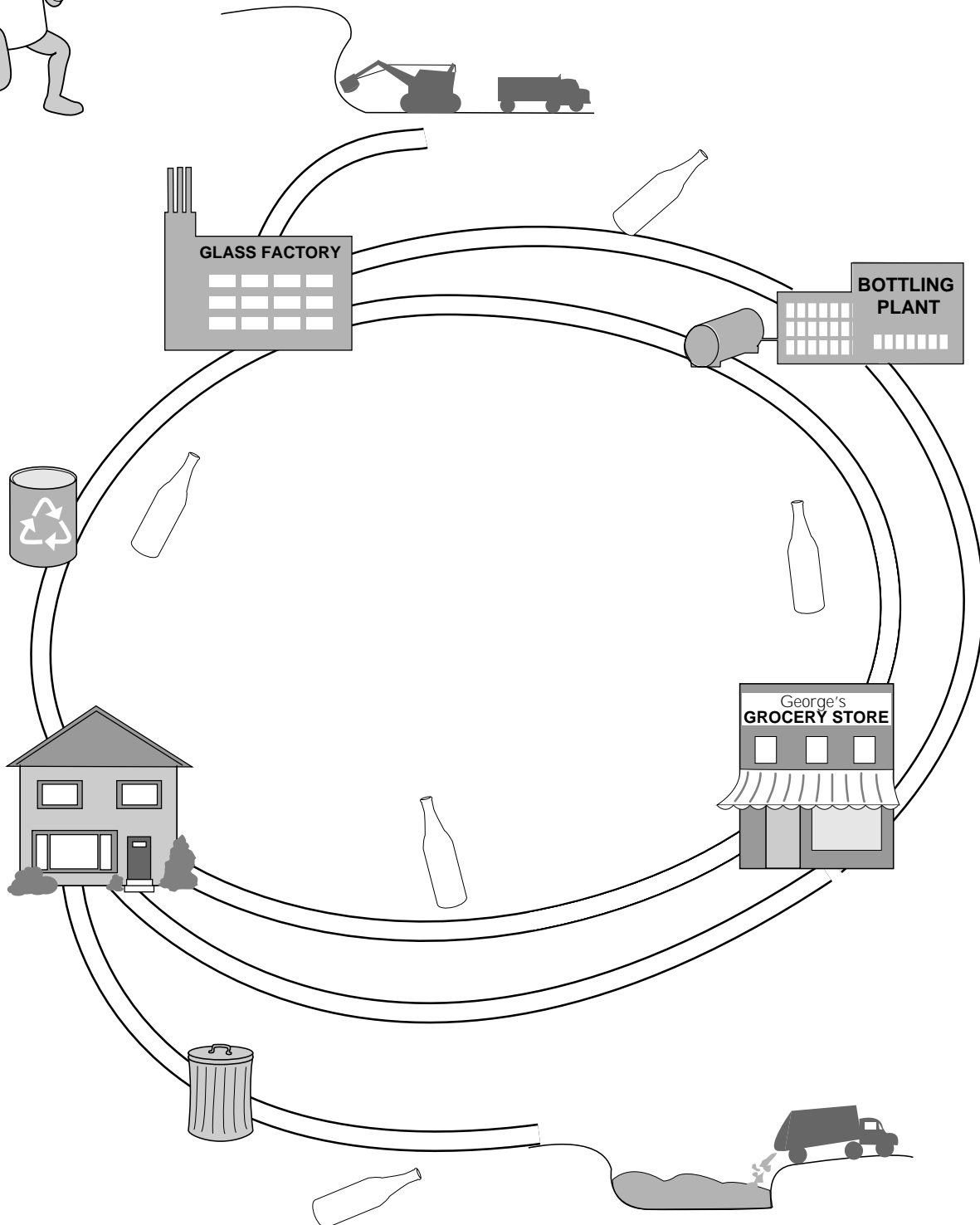
# Follow that Bottle!



Use a red crayon to trace the path the bottle takes to get from the glass factory, to the bottling plant, to the grocery store, to your house, and finally to the land fill.

Use a green crayon to trace the path the bottle will take if it is recycled and it comes back to you full of soda.

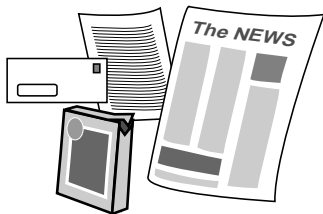
Which is better for the environment: throwing the bottle away or recycling?



# Recycle—It's Easy!

You can help your family recycle by following these simple directions.

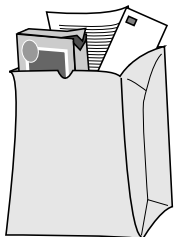
## Mixed paper and newspaper



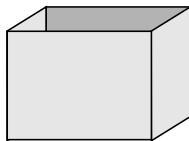
- Bundle and tie newspaper



- Put mixed paper in large grocery bags



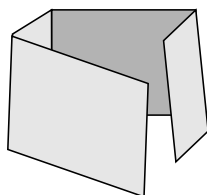
## Corrugated cardboard



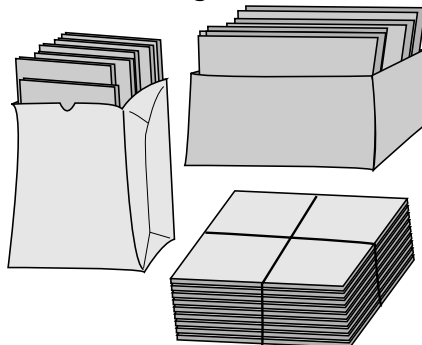
- Look for the ribbed, wavy layer.



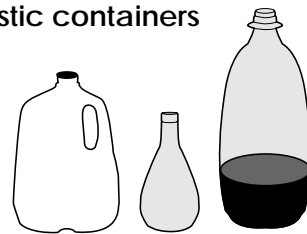
- Flatten the cardboard



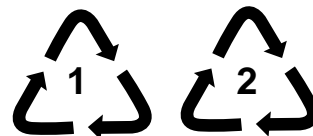
- Bundle, bag or box it



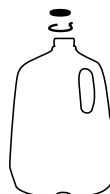
## Plastic containers



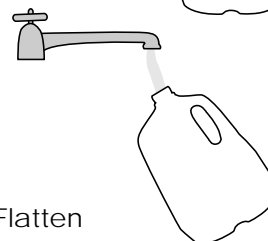
- Separate by recycling code



- Remove caps and rings



- Rinse



- Flatten



- Bag or box it



Check with your local government or recycling center to find out what is recyclable in your community.

### Mixed paper

- ☐ yes  
☐ no

### Newspaper

- ☐ yes  
☐ no

### Corrugated cardboard

- ☐ yes  
☐ no

### Plastic containers

- |  |                              |                             |
|--|------------------------------|-----------------------------|
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
|  | <input type="checkbox"/> yes | <input type="checkbox"/> no |

# Recycle—It's Easy!

## Glass bottles and jars



- Rinse

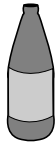
No need to remove labels



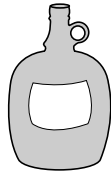
- Separate colors



Clear



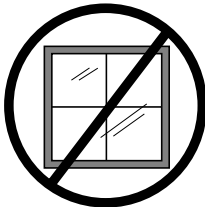
Brown



Green



No lightbulbs



No windows



No dishes or glasses

- Put in bags, boxes or buckets



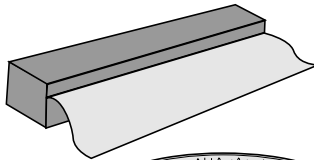
## Aluminum



Aluminum cans



Foil

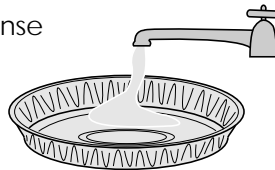


Pie plates



Magnets won't attract aluminum

- Rinse



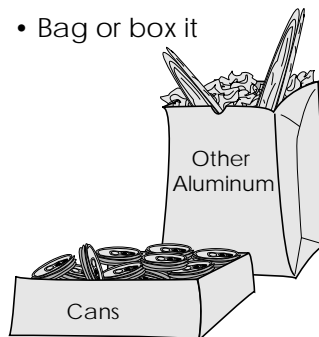
- Flatten (if required)



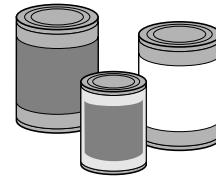
- Separate cans from other aluminum



- Bag or box it



## Tin cans

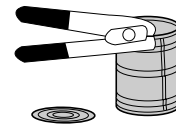


- Rinse

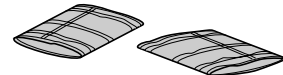


- Remove the label (if required)

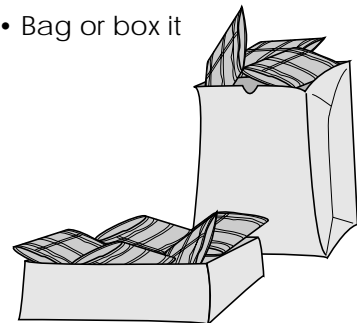
- Open both ends



- Flatten



- Bag or box it



Check with your local government or recycling center to find out what is recyclable in your community.

### Glass bottles and jars

- ☐ yes  
☐ no

### Aluminum cans

- ☐ yes  
☐ no

### Tin cans

- ☐ yes  
☐ no

---

# Home Recycling Survey

Here is a recycling survey for you and your parents to do together. Read each question and check your answer. Then turn the page to find out what you can do to help our environment.

	Yes	No
1. If you take more food than you can eat, do you throw the leftovers in the trash?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you use paper cups and plates for cookouts or picnics?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you bring lunch to school in a paper or plastic bag and throw the bag away every day?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you throw away aluminum cans?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you use just one side of your writing paper?	<input type="checkbox"/>	<input type="checkbox"/>
6. If you make a mistake when writing or drawing, do you throw away your piece of paper and get a new one?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you throw away clothes you've outgrown?	<input type="checkbox"/>	<input type="checkbox"/>
8. When you see papers on the floor or ground do you leave them there?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you buy soda in plastic bottles and then throw them away?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you ask for or take a bag when buying small things like candy or gum?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you buy juice or chips in single serving packages?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you use paper towels for drying your hands or cleaning up spills?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you throw away glass bottles and jars?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you use a clean sheet of paper to make paper airplanes?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you throw away broken crayons?	<input type="checkbox"/>	<input type="checkbox"/>

If you have 10 or more no answers you are already helping our environment.

## Here's how you can help the environment by reducing waste:

1. Take small portions of food and go back for “seconds” if you are still hungry. Put leftover food in reusable storage containers to eat later.
2. Buy or make up your own “picnic basket” that includes reusable cups, plates, and silverware. Look for these items at garage sales.
3. Buy a lunch box and be cool. Get your friends to use lunch boxes too. Pack your food in reusable containers instead of waxed paper, sandwich bags, or aluminum foil. It will stay fresher and will not get “squished”!
4. Collect and recycle aluminum cans. Aluminum is a very valuable metal and is easy to recycle. Recycling one aluminum can saves enough energy to keep a light bulb lit for 12 hours!
5. Use both sides of a piece of paper when writing letters or doing homework. If you only need to use one side, save the paper in a “reuse” box for future use. Make your paper last twice as long.
6. Use a pencil and erase any mistakes. If you need a perfect copy, practice on one of the papers from your “reuse” box and then copy it over.
7. Save your old clothes for a garage sale or give them to a charity. If they are ripped or torn and cannot be repaired, then use them for cleaning rags (cut off and save the buttons first).
8. Litter is everybody's problem and responsibility. Do your part by picking it up and disposing of it properly—perhaps even recycle it.
9. If possible, buy soda in returnable glass bottles and return them! If only plastic soda bottles are available, do not throw them away. In many communities, they are recyclable.
10. After you buy a small item, take it home in your pocket. You do not really need a bag. If your items are too large for your pocket, then bring a reusable shopping bag you've made.
11. Buy in bulk or buy larger packages and put the amount you need for school or snacks in reusable containers. Buying in bulk is usually cheaper than buying individually wrapped servings and requires less packaging.
12. Use a hand towel for drying your hands and a dish cloth or sponge for wiping up spills. They can be cleaned and used again instead of being used once and thrown away.
13. Do not throw away glass bottles and jars. These can be recycled in many communities. Many can also be reused for storing different things.
14. Make your plane with a piece of paper from your reuse box and save the clean sheet of paper for writing.
15. Save broken crayons in a can for future coloring or art projects. Buy a crayon sharpener to make points on rounded edges.

